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ABSTRACT

A course outline is provided for students enrolled in the second semester of a world civilization course developed at the Red Rocks campus of the Community College of Denver. First, course guidelines present reasons for studying world civilization and specify instructional goals, course materials, and prerequisite knowledge and skills. Next, a rationale is presented for the use of a reflective-inquiry approach to learning in the course, followed by suggestions for completing the six units that make up the course. After specifying course evaluation methods, the outline presents the six learning units which examine: (1) the age of revolution; (2) the age of progress; (3) the First World War; (4) the Second World War; (5) modern genetics; and (6) the future. For each learning unit, the course outline provides a perspective from the standpoint of an appropriate discipline; the learning goals of the unit; a brief statement underscoring the importance of the period or topic in question; and student tasks and learning objectives related to these tasks. A student profile sheet; deadline dates for assignments; guides to world history books, periodicals, and videocassettes; and bibliographies are included in the course outline. (HB)

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WORLD CIVILIZATION (HIS 112)

A

LEARNING ADVENTURE

OF

MAN'S JOURNEY

INTO

THE

MODERN

WORLD

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Carla Joy, Instructor

Community College of Denver
Red Rocks Campus

July 1, 1981

JC 820 527

Information Sheet

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STUDENT PROFILE SHEET
(HIS 111-112)

Name _____ Date _____

Address _____ Phone # _____

Age _____

List all academic, occupational, and/or enrichment goals:

Educational background (Fill appropriate blank according to completion):

1. Grade School _____
2. High School _____
3. College _____
4. Technical School _____
5. Other _____

List all academic, occupational, and/or enrichment courses and the number of hours for each that you are taking this semester:

Specify number of hours that you work, if any: _____

Visual difficulties (place an X by those areas of difficulty, if any):

1. Understanding the main idea of the program. _____
2. Sorting out the key concepts related to the main idea. _____
3. Concentration _____

Communication deficiencies (place an X by the appropriate areas of difficulty, if any):

1. Listening _____
2. Reading
   - Vocabulary _____
   - Comprehension _____
   - Concentration _____
   - Skimming/Scanning _____
3. Writing
   - Planning and Organizing Ideas _____
   - Paragraph Development _____
   - Sentence Structure _____
   - Grammar, mechanics, and usage _____
   - Spelling _____

COURSE GUIDELINES

WHY STUDY WORLD CIVILIZATION?

Introduction

"In a world that has been unified in both space and time, a study of human affairs must be comprehensive if it is to be effective. It must include, not only the whole of the living generation, but also the whole of the living generation's past. In order to save Mankind we have to learn to live together in concord in spite of traditional differences of religion, civilization, nationality, class, and race. In order to live together in concord successfully, we have to know each other, and knowing each other includes knowing each other's past, since human life, like the rest of the phenomenal Universe, can be observed by human minds only as it presents itself to them on the move through time. Historical forces can be more explosive than atom bombs. For our new urgent common purpose of self-preservation it will not be enough to explore our common underlying human nature. The psychologist's work needs to be supplemented by the archaeologist's, the historian's, the anthropologist's, and the sociologist's. We must learn to recognize and, as far as possible, to understand, the different cultural configurations in which our common human nature has expressed itself in the different religions, civilizations, and nationalities into which human culture has come to be articulated in the course of its history. 'All of human history is relevant to present and future human needs.' 'The knowledge of the history of Mankind should be one of Mankind's common possessions.'

"We shall, however, have to do more than just understand each other's cultural heritages, and more even than appreciate them. We shall have to value them and love them as being parts of Mankind's common treasure and therefore being ours too, as truly as the heirlooms that we ourselves shall be contributing to the common stock. Without the fire of love, the dangerous fissures in mankind's social solidarity cannot be annealed. Danger, even when it is as extreme as ours is today, is never a sufficient stimulus in itself to make men do what is necessary for their salvation. It is a poor stimulus because it is a negative one. A cold-blooded calculation of expediency will not inspire us with the spiritual power to save ourselves. This power can come only from the disinterested pursuit of a positive aim that will outrange the negative one of trying to avoid self-destruction; and this positive aim can be given to men by nothing but love."

--Arnold Toynbee--

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Major Instructional Goals

The primary goal of this course is to provide each student with the opportunity to experience, inquire, and reflect upon the great cultural achievements of man during the modern and contemporary periods of world history.

Course Design and Activities

See Information Sheet #4.

Student Evaluation

See Information Sheet #5.

Materials Needed for the Course

Each student will be required to purchase from the college bookstore the texts, The Ascent of Man by J. Bronowski; The World: Its History in Maps, Third Edition, by William H. McNeill, et. al.; and The Elements of Style, Third Edition, by William Strunk, Jr. and E. B. White.

Prerequisite Knowledge and Skills

There are no prerequisites for entrance into this course. Any student who is willing to learn can successfully complete the program. However, students who were not previously enrolled in HIS 111 should view and read Bronowski's essay "Lower Than the Angels" (VT 321, Part I, 26 min.; VT 322, Part II, 26 min., pp. 19-56). This way they can gain insight into Bronowski's approach to world civilization.

Instructor's Office Hours

My office hours will be posted on my office door. My office is YB-9, and it is located on the Northwest Section of the Yellow Level.

Students are encouraged to take full advantage of my office hours, since this program is designed for their own benefit. However, if a student is unable to utilize my office hours because of a time conflict or is unable to attend a class session, please call me at 988-6160, Ext. 322.

COURSE RATIONALE

The Reflective-Inquiry Approach
to
Learning

Introductory Remarks

For too long learning has been looked upon as the transmission of knowledge from the instructor to the student. It is only just recently that learning has been viewed as an exciting, challenging, and rewarding experience.

No longer is the instructor the predominant manipulator of learning to satisfy his/her own educational goals. Now s/he becomes a facilitator of learning by providing relevant activities to ensure successful learning experiences that meet the student's individual needs. Given this perspective, learning cannot be considered merely as a completed act, but must be accepted as an on-going process.

In order for this process to unfold properly, however, a dynamic tension between experience, inquiry, and reflection must be present. In other words, learning must contribute to the development of one's total personality so that he will be able to understand his world more fully and systematically, and develop sensibilities, values, and skills that will serve him in good stead as he enlarges upon his active role in a changing society.

This is what this program intends to accomplish -- to make each student a critical thinker by giving him the necessary learning tools to grapple with the social and ethical issues involved in sustaining human development and in utilizing human capacity in a free society.

It should be noted, however, that such a task can become a bewildering undertaking unless the instructor provides a central focus. For this course, the high points of man's cultural achievements are emphasized by using Jacob Bronowski's award-winning television series and bestseller, The Ascent of Man. Bronowski charts man's progress from the vantage point of a scientist/philosopher. His personal and authoritative view and his exuberance and passion also make this work an unforgettable viewing and reading experience and a rare adventure in learning. Furthermore, he has written and narrated his programs in terms that an average viewer and reader can enjoy and understand.

The Learning Units

In your folder you will find six or seven learning units. The purpose of these units is to map out for you man's noteworthy achievements throughout his long, historical journey.

The learning units consist of key quotations related to the historical periods, learning goals, living experiences, inquiry experiences, and reflection experiences. Because of this arrangement, the learning units are very easy to follow and use.

STAGE 1 Read the entire learning unit so that you can get a feel for the historical period under study.

STAGE 2 Read and work through the learning unit in detail.

PHASE 1

Read very carefully the quotation which introduces you to a famous humanist's or social scientist's interpretation of the significance of the historical era under discussion.

PHASE 2

Read and be sure you understand the learning goal. The learning goal tells you what you ought to know when you have completed the unit.

You will notice that the learning goal asks for specific information. In our rapidly changing society, no individual has or should be expected to have the time, energy, ability, or resources to figure things out entirely by himself. Learning does not imply random activities by the learner. A program whose goal is to develop students into critical thinkers must be carefully structured to teach each individual to investigate and organize concepts clearly and effectively so that he can learn how to successfully cope with the problems that he must confront daily.

PHASE 3

Read the "Living Experiences". This section presents to you man's remarkable cultural journey through time and space as a creative living adventure.

PHASE 4

Now begin the "Inquiry Experiences". This section is the most important aspect of the learning unit, since you will be thoroughly exploring man's cultural achievements.

The inquiry experiences consist of two parts: videocassettes and readings. As pointed out earlier, you will be viewing and reading Jacob Bronowski's The Ascent of Man.

In order to live confidently and securely in today's fast-moving world, one must have a clear visual image of its happenings. The videocassettes give that perspective, because they immediately expose the student to essential cultural information that he will need to determine for himself the relevance of this program to his questions about the world and its workings.

Moreover, the videocassettes serve as excellent teaching tools. As Bronowski explains, "television is an admirable medium for exposition in several ways: powerful and immediate to the eye, able to take the spectator bodily into the places and processes that are described, and conversational enough to make him conscious that what he witnesses are not events but the actions of people."

It should be noted that the videocassettes should not be viewed haphazardly, rather you should use this learning activity constructively. To assist you with this part of the inquiry experiences, the objectives of Bronowski's presentation are given. These objectives are also related to the learning goal. Furthermore, they are so designed that ample space is given for you to jot down key ideas. These ideas serve as a working plan or rough outline. Later, these objectives and your working plan will aid you in writing your assignment, the "Reflection Experiences," by giving unity to your composition and making the actual writing easier.

Please note: Located in the LMC are a number of TV monitors. Sit down at one of these stations. Pick up the phone. Give the AV operator the videocassette number you wish to view. Turn on the set; then turn to the channel the operator directs you.

If the videocassettes give the student the quick learning stimuli he needs to meet the challenges of today's environment, then the reading assignments taken from a book (in this case, the text The Ascent of Man) prepare him to accept the future. Of all the learning materials available, the printed word accomplishes this task the best, since it graphically lays out for the reader the thought processes of the author. These though processes force the reader to evaluate his present attitudes and values so that he can make essential adjustments that will help him with his future actions.

Like the videocassettes, the printed word serves as an excellent teaching tool. As Bronowski explains, "the printed book has one added freedom beyond this [television]: it is not remorselessly bound to the forward direction of time, as any spoken discourse is. The reader can do what the viewer and the listener cannot, which is to pause and reflect, turn the pages back and the argument over, compare one fact with another and, in general, appreciate the detail of evidence without being distracted by it."

Also, like the videocassettes, do not use the text unsystematically. To assist you with this part of the inquiry experiences, reread the objectives given for Bronowski's presentation and complete your outline by making sure there are logical relationships and connections between your key ideas. Remember that these objectives are related to the learning goal and that later they and your outline will aid you in writing the "Reflection Experiences" by contributing to the orderly flow of ideas in your composition.

The videocassettes and the text complement each other. Together they invite you to reflect upon the total meaning of man's cultural journey.

PHASE 5

The final section of the learning units consists of the "Reflection Experiences". The "Reflection Experiences" are the student's assignments.

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For this program, the reflection experiences consist of one short-essay paper for each learning unit. A short-essay paper is built in three parts: a beginning, a middle, and an end. You need a clear beginning to give your essay character and direction, so the reader can tell where he is going and can look forward with expectation. Your beginning, of course, will set forth your theme or main idea. You need a middle to amplify and fulfill. This will be the body of your presentation. You need an end to let the reader know that he has arrived and where. This will be your final paragraph, a summation and reassertion of your theme or main idea.

The instructor has chosen the short-essay approach to evaluate the student's performance, instead of using multiple choice questions, because she believes that you live and work in a world of application, not memorization. Therefore, it becomes essential for you to reflect upon and make decisions about the application of your total learning experiences to the development of your own personality. Of all the assessment methods available, a short-essay paper most effectively elicits this kind of response. That is also why the reflection experiences are related to the learning goals and the objectives of Bronowski's presentations.

The length of your short-essay paper should be from four to six pages. Please note: You do not have to type your papers; however, they must be neatly written. Also, be sure to place your name, the course and section numbers, the assignment number, and date on the upper right-hand corner of your paper.

Before you begin the reflection experiences, however, review one more time the learning goal, the objectives of Bronowski's presentation, and your outline. Then make any changes that you think are necessary to help you express your ideas clearly and effectively. You are now ready to write your short-essay paper.

To assist you in writing your composition, use The Elements of Style as a guide. This excellent little book makes an orderly presentation of the problems and challenges that you will meet in your college and professional writing, and of some worthwhile ways of dealing with them. However, keep in mind that there are no "Bag of Tricks" to teach you simply and automatically how to write well; you must conscientiously and meticulously work at developing your writing skills.

Assignment Dates

The assignments are due on the dates mentioned in Information Sheet #6.

World History Map Guides

To bring to the classroom a picture of the Earth and help students understand how people have adapted and progressed throughout the centuries, a World History Map series is used in this program. This series emphasizes two areas in the history of mankind: a "total" view of civilizations and "specific" views of given cultures. The maps also compare different civilizations and deal with the living experiences of human beings. Furthermore, they bring into focus the development of social organizations and movements.

World History Literature Guides and Bibliographies

If any student wishes to do in-depth research, World History Literature Guides and bibliographies are provided for such activities. (Please note: All these resources were not chosen because they are a comprehensive and complete collection, rather they were selected for their interest and authority, and for their usefulness to viewers and readers seeking additional information on specific points.)

Concluding Remarks

The program just outlined is both complete and comprehensive. If a student deliberately applies himself, he will gain an historical insight into the forces that have shaped our world, and in the process, he will learn the most compelling story of all, the story of man.

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Student Evaluation:

The Classroom Method of Learning

World Civilization, by its very nature, involves the interaction of individuals and groups; it does not occur in isolation. Therefore, classroom presentations are an integral part of one's total learning experience. The presentations given in this course invite the student to intensely experience man's cultural journey through the use of lecture, discussion, and audio-visual aids. By combining the classroom presentations with the learning units and written essays, the student receives a coherent view of man's cultural achievements. Now the development of the human community begins to make sense to him.

Because of this method of learning, this instructor is philosophically committed to focus, not on student failure, but on student success. Therefore, the following guidelines have been carefully planned to ensure successful mastery of the subject matter.

Each student will be evaluated on his classroom attendance, participation, the quality of his papers, and the promptness with which he turns them in on the dates due. The grade symbols used in this program are A, B, C, D, NC, and I. (Please note: These grade symbols and their guidelines comply with those listed and described in the College Catalog). Failure to follow any of these criteria can considerably effect the student's mastery of the subject matter and performance (grades). Therefore, the student is encouraged to strictly follow this evaluation system, since his final grade will be determined upon the faithfulness by which he follows these procedures.

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A LEARNING ADVENTURE INTO THE WORLD OF THE AGE OF REVOLUTION

An Historian's Perspective

"Revolution is one of those looser words. The great French Revolution, the American Revolution, the Industrial Revolution, a revolution in Haiti, a social revolution, the American Negro revolution, a revolution in our thinking, or in the ladies' garment trade, or in the automotive industry -- the list could be almost endless. Indeed, at one end of its spectrum of meanings revolution has come in common usage to be hardly more than an emphatic synonym for 'change', perhaps with a suggestion of sudden or striking change.

"For although we use the noun 'revolution', and still more perhaps its adjective 'revolutionary', to indicate a more varied set of changes, we keep in the corners of our mind a much definite meaning, a kind of central tough core not eroded out into looser strata of meaning. We think of the great overturns in previously stable political societies in the past--the American Revolution, the French Revolution and its nineteenth-century sequels, the Russian Revolution of 1917 and its twentieth-century sequels, or we think of nationalist revolutions like the twentieth-century revolutions in Ireland and Algeria. We may also think of violence and terror, purges and guillotines. But our focus is on drastic, sudden substitution of one group hitherto not running that government. There is one further implication: the revolutionary substitution of one group for another, if not made by actual violent uprising, is made by coup d' etat, Putsch, or some other kind of skullduggery."

--Crane Brinton--

Learning Goal

After you complete this unit, you will choose FOUR daring revolutionaries and describe their radical inventions that shaped the Age of Revolution.

Living Experiences

Revolution! What triggers an entire generation to experiment with such a defiant idea? Excitement and pleasure--the twin dimensions needed to harness untapped energy. What are the results of these expressions? A new type of civilization never before experienced by man. In this case, a Revolutionary Society.

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Inquiry Experiences

You will view and read the essay, "The Drive for Power." (VT 335, Part I, 26 min.; VT 336, Part II, 26 min.; pp. 259-288)

The Objectives of this presentation are:

1. To examine the relationships between the American, French, and Industrial Revolutions.

2. To explain the causes and developments of the Industrial Revolution.

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3. To meet the men who made the Industrial Revolution -- James Brindley, Joseph Marie Jacquard, Pierre Caron, Benjamin Franklin, John Wilkinson, and Thomas Telford.

4. To outline the contributions of Josiah Wedgewood, Matthew Boulton, James Watt, William Withering, Erasmus Darwin, Richard Trevithick, and James Prescott Joule to the Industrial Revolution.

Work Sheet HIS 112-#1

Form RR 6-1

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5. To show the effects of the Industrial Revolution on the working class.

6. To link the Industrial Revolution with the Romantic era.

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Reflection Experiences

You have experienced the excitement of the Age of Revolution. Now select FOUR courageous revolutionaries and vividly tell about their world-shaking inventions that created this heroic age.

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A LEARNING ADVENTURE
INTO THE WORLD OF THE
AGE OF PROGRESS

A Literary Critic's Perspective

"Looking back at a million years of man's struggle to be human, at his errant and painful attempts to be a special kind of animal -- the animal who thinks, the animal who creates -- it seems to me that despite his shortcomings, we must remain man's admirer. 'Thought makes the whole dignity of man.' Yes. Despite its simplicity, despite our sad reflections on the inadequacy of our thinking, on its stunted and twisted travesties in history and our daily lives, we must end by agreeing with [Blaise] Pascal. Homo is unique and valuable precisely because he is sapiens. He is worth keeping because, given his remarkable past, we may continue to hope that he has, as [Charles] Darwin surmised, 'a still higher destiny in the future.'"

--Philip Appleman--

Learning Goal

After you complete this unit, you will name the naturalists and the chemists who created the biological and the chemical theories of the evolution of life and briefly describe their startling discoveries.

Living Experiences

There are key dramatic periods in man's cultural journey in which the prevailing thought and values of a particular civilization that direct the relationship of man to the universe are completely shattered by new sensational discoveries. When these events occur, the course of this civilization can be permanently altered. One such occasion was the discovery of the theory of evolution by natural selection.

Inquiry Experiences

You will view and read the essay, "The Ladder of Creation." (VT 337, Part I, 26 min.; VT 338, Part II, 26 min.; pp. 291-318)

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The Objectives of this presentation are:

1. To explain why the Theory of Evolution was discovered independently by two men, Charles Darwin and Alfred Russel Wallace, at the same time, in the same country.

2. To present the paradox of the life sciences for which evolution provided the key.

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3. To re-create Wallace's travels and exploits.

4. To examine Darwin's Principle of Natural Selection.

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5. To explore the work of Louis Pasteur in linking life with chemical structure by refuting spontaneous generation and discovering right-handed and left-handed crystals.

6. To discuss modern chemical theories about the origin of life as discovered by Stanley Miller and Leslie Orgel.

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Reflection Experiences

You have experienced the exhilarating feeling of the naturalists and the chemists who discovered the biological and the chemical theories of the evolution of life. Now identify them and briefly discuss their stunning discoveries.

Work Sheet HIS 112-#2

Form RR 6-1

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A LEARNING ADVENTURE
INTO THE WORLD OF THE
FIRST WORLD WAR

An Historian's Perspective

"The First World War was a calamity of unprecedented magnitude for Western civilization. Not since the Black Death of the mid-fourteenth century had such a significant proportion of Europe's population been lost in such a short space of time; and the mortality during the war was probably an even greater blow to the stability and progress of society than the Black Death had been. The ten million killed in World War I included many of the most vigorous and idealistic of a whole generation, which suddenly vanished from the face of history. Among these fallen soldiers were those who would have become the leaders of their era, men who would have done great things in the world. Now their corpses rotted in Flanders fields and other battlegrounds, and those who were left to take their places as leaders of society were almost entirely the old, the weak, and the vicious. The primary explanation for the incompetence (at best) and the bestiality (in many cases) of the leadership of the European states in the 1920's and 1930's lies in the loss of an entire generation in the military holocaust.

"By 1917 the war had ceased to have any meaning, purpose, or value for sensitive and liberal men.

> What passing-bells for those who die as cattle?
> Only the monstrous anger of the guns.

"Thus wrote the English poet Wilfred Owen in the trenches; he was killed in battle shortly before the Armistice. The war, H. G. Wells had concluded by 1917, 'has become a mere incoherent fighting and destruction, a demonstration in vast and tragic terms of the stupidity and ineffectiveness of our species.' The war afflicted the European soul with a cancerous malaise, a pessimism and sense of guilt and futility that accelerated the trend to irrationality and extremism and further vitiated the moral heritage of liberal rationalism and humanism. The older generation was completely discredited in everything--its politics, its dress, its sexual mores--and there emerged a new insistence on the righteousness of youth, a theme that was to recur again and again in twentieth-century culture."

--Norman F. Cantor--

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Learning Goal

After you complete this unit, you will choose FOUR contemporary physicists and describe their priceless contributions to the development of atomic physics during the First World War Era.

Living Experiences

If we want to face reality, we must recognize that war is a constant of history that has not diminished with the development of civilization. The horror and brutality of this phenomenon, at times, demolishes our belief in man's humanity toward his fellow man. Yet, in the midst of this horrendous situation, man has made positive discoveries for the advancement of mankind, such as the unparalleled invention of atomic physics during the First World War Era.

Inquiry Experiences

You will view and read the essay, "World Within World." (VT 339, Part I, 26 min.; VT 340, Part II, 26 min.; pp. 321-351)

The Objectives of this presentation are:

1. To present Demitri Ivanovich Mendeleev's construction of the Periodic Table of Elements.

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2. To connect physics and art in the twentieth century.

3. To explore the structure and behavior of the atom through the work of J. J. Thompson, Ernest Rutherford, Max Planck, Niels Bohr, and Harry Moseley.

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4. To examine the nucleus of the atom, especially the neutron, which became "a new kind of probe."

5. To explain the evolution of matter.

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6. To analyze the theories of entropy and "Stratified Stability."

Reflection Experiences

You have experienced the monumental breakthrough of atomic physics. Now select FOUR contemporary physicists and outline their invaluable contributions to this field during the First World War Era.

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A LEARNING ADVENTURE
INTO THE WORLD OF THE
SECOND WORLD WAR

A Psychologist's Perspective

"Totalitarian movements are mass organizations of atomized, isolated individuals. Compared with all other parties and movements, their most conspicuous external characteristic is their demand for total, unrestricted, unconditional, and unalterable loyalty of the individual member. This demand is made by the leaders of totalitarian movements even before they seize power. It usually precedes the total organization of the country under their actual rule and it follows from the claim of their ideologies that their organization will encompass, in due course, the entire human race. Where, however, totalitarian rule has not been prepared by a totalitarian movement (and this, in distinction to Nazi Germany, was the case in Russia), the movement has to be organized afterward and the conditions for its growth have artificially to be created in order to make total loyalty--the psychological basis for total domination--at all possible. Such loyalty can be expected only from the completely isolated human being who, without any other social ties to family, friends, comrades, or even mere acquaintances, derives his sense of having a place in the world only from his belonging to a movement, his membership in the party."

--Hannah Arendt--

Learning Goal

After you complete this unit, you will prove that in all areas of human endeavor, scientific or secular, there is no absolute certainty. You will accomplish this challenging task by identifying and describing FOUR different observations of reality taken from the field of modern physics.

Living Experiences

Totalitarianism is not a unique phenomenon of the 20th Century. In fact, it has dominated specific periods of human history. It was prevalent during the 3rd Century B.C. when the Achaemenids of the Persian Empire, Asoka in India, and Ch'in in China tyrannized all the peoples and territories they conquered. It was again a prominent factor when Genghis Khan

and his Mongol nomads terrorized the peoples of Eurasia during the 13th Century A.D. What makes 20th Century totalitarianism so different, however, is the degree that modern totalitarian leaders wish to crush all human individuality and the support given to them by the masses to carry out their activities.

Inquiry Experiences

You will view and read the essay, "Knowledge or Certainty." (VT 341, Part I, 26 min.; VT 342, Part II, 26 min.; pp. 353-374)

The Objectives of this presentation are:

1. To discover why "there is no absolute knowledge."

2. To explore a man's face with the range of modern technology and physics available to show why there is no certainty.

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3. To discuss the importance of uncertainty in relationship to modern physics by describing the Gaussian Curve and Max Born's different view of reality.

4. To analyze Werner Heisenberg's Principle of Uncertainty and explain why Bronowski redefines it as the Principle of Tolerance.

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5. To examine the work of Leo Szilard, physicist.

6. To contrast the Principle of Tolerance with the horror of Nazi dogma, that "monstrous certainty."

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Reflection Experiences

You have experienced the dehumanizing effects of arrogance, ignorance, and dogma. Now demonstrate why there is no absolute certainty in all areas of human endeavor, scientific or secular, by recognizing and discussing FOUR different observations of reality taken from the field of modern physics.

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A LEARNING ADVENTURE INTO THE WORLD OF THE BROODING PRESENT

An Historian's Perspective

"As we approach our own time, problems of shifting perspective become acute. Events keep changing their meaning as new developments crowd in after them. Consequently, any effort to generalize is likely to seem silly within a short time as some unexpected occurrence alters the tone and direction of public affairs. Yet only by seeking general lines of historical development can we avoid confusion amidst all the details of daily happenings. So the attempt to understand is necessary, even though we can be sure that subsequent events will compel revision, perhaps far-reaching revision, of present judgments."

--William H. McNeill--

Learning Goal

After you complete this unit, you will briefly describe the remarkable discoveries that have occurred in the field of modern genetics and identify the unexpected risks involved if the genetic code (the DNA molecule) is allowed to be manipulated.

Living Experiences

The brutal destruction of human life and property caused by two ugly world wars has forced contemporary man to re-evaluate the meaning of life itself. This reappraisal has best been demonstrated by the recent discoveries in modern genetics, in particular the discovery of the DNA molecule.

However, there is a serious consequence if the DNA molecule is tinkered with: cloning. If man uses this technique to determine the physical, chemical, mental, and emotional composition of his species, he could irreparably alter his biological and cultural behavioral patterns that have taken millions of years to develop. The result would then be the end of history as mankind has known it.

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Inquiry Experiences

You will view and read the essay, "Generation Upon Generation." (VT 343, Part I, 26 min.; VT 344, Part II, 26 min.; pp. 379-406)

The Objectives of this presentation are:

1. To explore Mendelian Genetics.

2. To explain how "sex produces diversity and diversity is the propeller of evolution."

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3. To compare cell division with sexual reproduction.

4. To examine the unraveling of the chemistry and architecture of DNA.

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5. To compare the sexual and cultural differences between men and other animals.

6. To describe cloning and its possible effects on evolution.

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Reflection Experiences

You have experienced the fascinating world of modern genetics. Now briefly discuss the astonishing discoveries that have taken place in this field and explain the unanticipated hazards involved if the DNA molecule is permitted to be manipulated.

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A LEARNING ADVENTURE INTO THE WORLD OF THE FUTURE

An Historian's Perspective

"It is easy to look upon the haste and confusion of our age with despair. Many wise and sensitive people, especially in their old age, have expressed such a mood. Logical premises, carried to their conclusion, point to all sorts of disaster. If we escape atomic destruction, then the horror of society divided rigidly between the posthuman sheep and their superhuman shepherds seems to loom before us. On the other hand, history never has followed logical paths, and acute and sensitive observers have often predicted disasters which in fact never occurred.

"Despair, therefore, seems as silly as naive confidence that the future can only bring betterment to mankind. It is wiser to believe that great changes will come, and at great speed, compared to the pace of past social changes; that possibilities both of disaster and of enormous gain to the quality of human experience lie open before us; and that courage, patience, and wisdom, in matters private and personal, as well as in public affairs, have never been more important than they are now, when the guidelines of a wide-open future are being laid down, whether we like it or not, by each act and thought we and the rest of mankind entertain. Other times may have been more comfortable--though it is easy for us to underrate the anxieties of the past and to forget the omnipresence of hunger, dirt, and disease. But no age has been more exciting than our own, and none ever beckoned heroes more imperiously."

--William H. McNeill--

Learning Goal

After you complete this unit, you will briefly describe the main properties of the human brain that will allow man, if he so desires, to continue his unfinished, cultural journey into the future and the challenges that he must ethically confront to build an authentic humane global family.

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Living Experiences

For three million years the human brain has been evolving into the marvelous plastic object it now is. The primary challenge facing contemporary man is can he combine the experiences of the past with the lessons of the present to create a viable global community of tomorrow. The task before him will not be easy. However, the future of the human species depends upon his decision and action.

Inquiry Experiences

You will view and read the essay, "The Long Childhood." (VT 345, Part I, 26 min.; VT 346, Part II, 26 min.; pp. 411-438)

The Objectives of this presentation are:

1. To show how man is a "social solitary" and the effects of this unique "biological feature on human specificity."

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2. To examine the human brain, its structure, its development and its workings.

3. To view our long childhood as an important learning period and to discuss what children are and how they have been seen.

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4. To explore the conflicts between individual integrity and the establishment as shown by Erasmus, Sir Thomas More, and Johann Frobenius and between individual integrity and ambition as epitomized by John von Neuman.

5. To discuss the Game Theory and Cybernetics.

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6. To conclude Bronowski's definition of "The Ascent of Man" and to postulate as to what the future will bring.

Reflection Experiences

You have experienced the unlimited potential of the human mind. Now briefly identify the major characteristics of the brain that will enable man, if he so chooses, to forge into the future and the challenges that he must morally face to construct a genuine humane global society.

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DEADLINE DATES FOR SPRING 1983 ASSIGNMENTS

Day and Night Classes

1. Learning Unit #1: February 7 or 8
2. Learning Unit #2: February 21 or 22
3. Learning Unit #3: March 14 or 15
4. Learning Unit #4: April 11 or 12
5. Learning Unit #5: April 25 or 26
6. Learning Unit #6: May 9 or 10

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A WORLD HISTORY MAP STUDY GUIDE

To effectively gain an understanding of the history of man in the world, one must place historical events accurately into a chronological sequence. It is also necessary to associate these events within their correct geographical locations. The Denoyer-Geppert World History Map Series successfully accomplishes these two objectives. This map series will present in detail the philosophy upon which world history can best be understood in a world setting. The effectiveness of the use of these maps will also be greatly enhanced by the presentation by one of the three editors of a "guided tour" for each map. Furthermore, the discussion for each map will present the purpose of the map and will give a narrative run-through of the high lights of the map. Finally, as a part of the tour, a section on "suggestions for further investigation" will follow and will tie in exercises, problems, and projects designed to develop in students an appreciation of the chronological approach in a world-wide coverage.

1. For Learning Units #1 and #2, read and study the Introductory Material, pp. 2-16, and "The World: 1763 to 1848," pp. 57-60.

2. For Learning Unit #3, read and study "Background of World War I to 1914," pp. 61-64.

3. For Learning Unit #4, read and study "Background of World War II," pp. 65-68 and "World War II and Aftermath to 1950," pp. 69-72.

4. For Learning Unit #5, read and study "World Relationships: January 1, 1970," pp. 73-76.

5. For Learning Unit #6, read and study "Physical-Political World," pp. 77-80, "Air Age World," pp. 81-82, and "United Nations," pp. 83-84.

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A GUIDE TO WORLD HISTORY LITERATURE AVAILABLE IN THE LEARNING MATERIALS CENTER (LMC)

BOOKS AND PERIODICALS

I. MAGAZINES AND MAGAZINE INDEXES

A. Magazines

American Heritage
American Historical Review
Americas
Current History
Foreign Affairs
History Today
Journal of American History
Wassaja: Indian Historian
Western Historical Quarterly

B. Indexes

Social Science Index
Public Affairs Information Service
Reader's Guide to Periodical Literature
Essay and General Literature Index

II. MAJOR REFERENCE BOOKS

Avery, Catherine. Leaders of the Classical World, 1972. Ref. D55 N48
Cambridge Ancient History, 12 vols. Ref. D 57 C25
Cambridge Medieval History, 8 vols. Ref. D 117 C3
Dictionary of American History, 1976. Ref. CT 103 M27
Dictionary of the History of Ideas, 1973. Ref. CB 5 D52
Encyclopedia of World Biography, 1973. Ref. CT 103 M27
Green, Bernard. Timetables of History, 1975. Ref. D 11 G78
Heravi, Medhi. Concise Encyclopedia of the Middle East, 1973. Ref. DS 43 H47
Langer, William. Encyclopedia of World History, 1972. Ref. D 21 L27 1968
Legum, Colin. Africa: A Handbook to the Continent, 1968. Ref. DT 30 L38 1966
Morris, Richard. Harper Encyclopedia of the Modern World, 1970. Ref. D 205 H35
New Cambridge Modern History, 13 vols. Ref. D 208 N4
Oxford Classical Dictionary, 1968. Ref. DE 5 09
Purnell's History of the 20th Century, 10 vols. Ref. D 421 P985
Trager, James, ed. People's Chronology, 1979. Ref. D 11 T83

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III. CALL NUMBER AREAS

African History	-	DT	
British History	-	DA	
Chinese History	-	DS	701 - 800
Colorado History*	-	F	771 - 785
Egyptian History	-	DT	43 - 154
European History (General)	-	D	901 - 1065
French History	-	DC	
German History	-	DD	
Greek History (Ancient)	-	DS	10 - 500
History of India	-	DS	401 - 500
History of the City	-	HT	111 - 149
Japanese History	-	DS	801 - 900
Medieval History	-	D	101 - 203
Mexican History	-	F	1201 - 1400
Modern History	-	D	204 - 850
Roman History (Ancient)	-	DG	201 - 399
Soviet Russian History	-	DK	264 - 400
U.S. History, Local*	-	F	
U.S. History, National*	-	E	
World History	-	CB, D	

*Books and magazine articles on these subjects can also be found in the Library of American Civilization, a microfiche collection located in the Reference Room.

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A GUIDE TO WORLD HISTORY LITERATURE IN THE LEARNING MATERIALS CENTER (LMC) -- VIDEOCASSETTES

I. Carl Sagan's Cosmos (Film Incorporated) -- VT 1136-VT 1148

Cosmos motivates viewers to probe the wonders of what is fact, not fiction, in our ever-changing universe. It examines mysteries in biology, chemistry, astronomy, earth science, life science, environmental studies, history of science, anthropology, and folklore and mythology revealing new scientific information not contained in other series or textbooks. Thus, viewers will find Cosmos a rich interdisciplinary resource of humanistic and scientific knowledge.

II. Europe: The Mighty Continent: The History of Europe From 1900 to the Present, Narrated by Peter Ustinov and John Terraine (Time-Life Films, Inc.) -- VT 465-VT 490 [Two-part segments; 26 minutes each]

Kings have fallen in other centuries, but not with such extraordinary ramifications as in our own day and age. The Industrial Revolution, Socialism, Electricity, Flight, Mass Communications -- have turned the world around and pulled it inside out. How will this century end? Actor Peter Ustinov and historian John Terraine bring to life the exciting and tragic events of recent history and point the direction for the future.

III. Alistair Cooke's America: A Personal History of the United States, (Time-Life Films, Inc.) -- VT 491-VT 516 [Two-part segments; 26 minutes each]

Alistair Cooke moved to America from England at the age of 30, in 1938. Studying the country as correspondent for The Guardian, he eventually gained the familiarity of a native son and became a citizen.

Cooke and BBC television producer Michael Gill (of Civilisation fame) put two years and 100,000 miles of travel into telling America's story. In the tangled trails of our past and present, Cooke found reason and order -- and hope for the future.

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BIBLIOGRAPHY #1

The following materials serve as a supplement to the essay, "The Drive for Power." Please note: All of the outside resources used in this program are located in the LMC; thus the call numbers and videocassette numbers are given.

THE AMERICAN REVOLUTION

E 209
G 5 — Gipson, L. H., The Coming of the Revolution, 1763-1775.

E 208
M 85 — Morgan, E. S., The Birth of the Republic, 1763-1789.

JA 84 V5
W 6 — Wood, G. S., The Creation of the American Republic, 1776-1787.

THE FRENCH REVOLUTION

D 6 R5
Vol. II — Briton, C., A Decade of Revolution, 1789-1799.

CB 53 D85
Pt. II — Durant, W., The Age of Napoleon.

DC 148 G6
1957 — Gottschalk, L., The Era of the French Revolution (1715-1815).

DC 148
L 413 1962 — Lefebvre, G., The French Revolution.

DC 201
L 3513 — Lefebvre, G., Napoleon.

D 295
P 3 — Palmer, R. R., The Age of the Democratic Revolution, 2 vols.

DC 148 T45
1966 — Thompson, J. M., The French Revolution.

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THE INDUSTRIAL REVOLUTION

HC 255 A8
1964 — Ashton, T. S., The Industrial Revolution, 1760-1830.

HC 255
D 4 — Deane, P. M., The First Industrial Revolution.

HC 240 L26
1969 — Landes, D., The Upbound Prometheus: Technological Change and Industrial Development in Western Europe from 1750 to the Present.

VISUALS

I. Cosmos
"Blues for a Red Planet" -- VT 1140

II. America
"The New-Found Land" -- VT 491, Part I; VT 492, Part II.
"Home Away from Home" -- VT 493, Part I; VT 494, Part II.
"Making a Revolution" -- VT 495, Part I; VT 496, Part II.
"Inventing a Nation" -- VT 497, Part I; VT 498, Part II.

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BIBLIOGRAPHY #2

The following materials serve as a supplement to the essay, "The Ladder of Creation."

BOOKS

The Revolution of 1830

DC 261
P 56 — Pinkney, D. H., The French Revolution of 1830.

The Revolution of 1848

D 387
R 6 1952 — Robertson, R., Revolution of 1848: A Social History.

Karl Marx and Other Great Revolutionaries

HX 39.5
M 26 1974 — McLellan, D., Karl Marx: His Life and Thought.

DK 32.7
U 4 — Ulam, A. B., Ideologies and Illusions.

Charles Darwin

QH 365
Z 9 A 7 — Appleman, P., Darwin.

QH 361
E 35 1961 — Eisely, L., Darwin's Century.

The Rise of Germany

DD 218
E 92 1968b — Eyck, E., Bismark and the German Empire.

DD 218.2
M 4 1965 — Medlicott, W., Bismark and Modern Germany.

DD 220
R 623 1964 — Rosenberg, A., Imperial Germany: The Birth of the German Republic, 1871-1918.

The Rise of Italy

DG 467
M 3 1969 Smith, D. M., Italy: A Modern History.

Imperial Russia

DK 189
S 44 1967 Seaton-Watson, H., The Russian Empire, 1801-1917.

VISUALS

I. Cosmos
"Encyclopedia Galactica" -- VT 1147

II. Europe: The Mighty Continent
"The Glory of Europe - 1900: Hey-Day Fever" -- VT 465, Part I; VT 466, Part II.
"The Ruling Houses - 1900: The Day of Empires Has Arrived" -- VT 467, Part I; VT 468, Part II.
"The Social Classes - 1900: A World to Win" -- VT 469, Part I; VT 470, Part II.

III. America
"Gone West" -- VT 499, Part I; VT 500, Part II.
"A Firebell in the Night" -- VT 501, Part I; VT 502, Part II.

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BIBLIOGRAPHY #3

The following materials serve as a supplement to the essay, "World Within World."

BOOKS

European Supremacy

JV 105
F 5 1967 Fieldhouse, D. K., The Colonial Empires.

D 397
L 282 1968 Langer, W. L., The Diplomacy of Imperialism, 1890-1902.

World War I

D 511
F 23 1966 Fay, S., The Origins of the World War.

D 521
F 313 1973 Ferro, M., The Great War, 1914-1918.

D 421
H 28 1971 Hale, O. J., The Great Illusion, 1900-1914.

D 511
R 325 1967 Remark, J., Origins of World War I.

D 521
T 3 Taylor, A.J.P., The First World War: An Illustrated History.

The Russian Revolution

DK 266
C 263 1950 Carr, E., The Bolshevik Revolution, 1917-1923.

DK 265
AS 167 1972 Daniels, R. V., ed., The Russian Revolution.

DK 265
R 38 1960 Reed, J., Ten Days That Shook the World.

DK 254 L 4
W 6 1964b Wolfe, B. D., Three Who Made a Revolution.

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VISUALS

I. Cosmos

"The Lives of the Stars" -- VT 1144

II. Europe: The Mighty Continent

"The Years 1904-1914: The Drums Begin to Roll" -- VT 471, Part I; VT 472, Part II.

"The Great War: This Generation Has No Future" -- VT 473, Part I; VT 474, Part II.

"The Results of War: Are We Making a Good Peace?" -- VT 475, Part I; VT 476, Part II.

"The League of Nations: The Hope of Mankind" -- VT 477, Part I; VT 478, Part II.

III. America

"Domesticating a Wilderness" -- VT 503, Part I; VT 504, Part II.

"Money on the Land" -- VT 505, Part I; VT 506, Part II.

"The Huddled Masses" -- VT 507, Part I; VT 508, Part II.

"The Promise Fulfilled and the Promise Broken" -- VT 509, Part I; VT 510, Part II.

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BIBLIOGRAPHY #4

The following materials serve as a supplement to the essay, "Knowledge or Certainty."

BOOKS (World War II)

General

D 424
H 6 Holborn, H., The Political Collapse of Europe.

D 741
T 34 1968 Taylor, A.J.P., The Origins of the Second World War.

Fascist Italy

JC 481
F 3 613 de Felice, R., Interpretations of Fascism.

DG 571
H 23 Halperini, S., Mussolini and Italian Fascism.

DG 450
T 36 1972 Tannenbaum, E., The Fascist Experience: Italian Society and Culture, 1922-1945.

Nazi Germany

DD 256.5
B 66313 1970 Bracher, K. D., The German Dictatorship.

DD 247 H 5
B 86 1971 Bullock, A.J.C., Hitler: A Study in Tyranny. Rev. ed.

DD 253
N 43 1963 Neumann, F. L., Behemoth: The Structure and Practice of National Socialism.

Stalinist Russia

DK 268 S 8
D 48 1967 Deutscher, J., Stalin: A Political Biography.

DK 268 S 8
H 92 1971b Hyde, H. M., Stalin: The History of a Dictator.

DK 268 S 8
U 4 1973 Ulam, A. B., Stalin: The Man and His Era.

Imperial Japan

DS 881.9
B 4 1974 Beasley, W. G., The Modern History of Japan.

DS 888.5
B 47 Bergamini, D., Japan's Imperial Conspiracy.

VISUALS

I. Cosmos
"Who Speaks for Earth?" -- VT 1148

II. Europe: The Mighty Continent
"The Rise of the Dictators: Form! Rifleman! Form!" -- VT 479, Part I; VT 480, Part II.
"The English, D-Day and the Holocaust: With Hardship Their Garment" -- VT 481, Part I; VT 482, Part II.
"The Allies--The End of War: Human Rights...Fundamental Freedoms" -- VT 483, Part I; VT 484, Part II.

III. America
"The Arsenal" -- VT 511, Part I; VT 512, Part II.

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BIBLIOGRAPHY #5

The following materials serve as a supplement to the essay "Generation Upon Generation."

BOOKS

Modern Africa

DT 38.9
R 8 B 7 Brzezinski, Z., ed., Africa and the Communist World.

DS 35
M 26 McNeill, W. H., Modern Asia and Africa.

Modern China

JQ 1509
B 3 1967 Barnett, A. D., Cadres, Bureaucracy, and Political Power in Communist China.

DS 777.55
H 575 1973 Houn, F. W., A Short History of Chinese Communism.

Modern India

DS 436
G 7 1965 Griffiths, P., Modern India.

DS 436
S 68 1972 Spear, T., India: A Modern History.

Modern Japan

DS 821
B 46 1967a Benedict, R., The Chrysanthemum and the Sword.

DS 889
B 75 1972 Brzezinski, Z., The Fragile Blossom.

Modern Latin America

F 1408
A 56 Alexander, R. J., Today's Latin America.

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HX 110.5
A 6 D 413 Debray, R., Strategy for Revolution.

The Middle East

JQ 1825
D 3 S2713 Salpeter, E., Who Rules Israel?

DS 38
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